

2002-03



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

**PARENT, STUDENT, AND STAFF SURVEY
RESULTS**

**Wanda N. Wildman
Chuck Dulaney**

ABSTRACT

In April 2003, parent surveys were sent to 28% of Wake County Public Schools (WCPSS) membership with a return rate of 49%. Student surveys were provided to 29% of membership with a return rate of 80%. Staff Survey forms were provided for all teachers, teacher assistants, and office staff and 74% were returned. There were only small changes in the responses of parents and students when the 2002-03 surveys were compared to the 2001-02 surveys. Satisfaction of parents, students, and staff regarding school safety remained high and parents and students continued to give a high percentage of good or excellent ratings to their schools' teaching of all subject areas. 88% of parents overall rated their child's school good or excellent in its support of student achievement. 84% of parents gave their child's school an A or B; 61% of students gave their own school an A or B. While nearly all staff respondents (97%) agreed or strongly agreed they enjoyed their work, there was a significant increase in the percentage of staff agreeing that they spend too much instructional time disciplining students.

**Evaluation & Research Department
E&R Report No. 03.33
May 2004**

PARENT, STUDENT, AND STAFF SURVEY RESULTS FOR 2002-03

TABLE OF CONTENTS

SUMMARY	1
DISTRIBUTION AND RETURN RATES	2
SCHOOL SAFETY	
Parent Views on School Safety	
My child's school is a safe place to learn	4
Give your child's school a rating on school safety	5
Student Views on School Safety	
School is a safe place to learn	6
Staff Views on School Safety	
School is a safe place to work	7
GRADING THE SCHOOL	
What grade would you give your child's school?	8
What would you give your school?	9
QUALITY OF EDUCATION	
My child's school provides a high quality educational program	11
SCHOOL CLIMATE	
Parent Views on School Climate	
This school promotes understanding among students from a variety of backgrounds	13
My child is given challenging work in all classes	14
Rate your child's school on support of student achievement	14
Rate your child's school on encouragement of parent involvement	14
Rate your child's school on providing information to parents	15
When I have concerns about my child, I can count on the school for support	15
Student Views on School Climate	
My school sets high standards	16
The work I am given is not too easy and not too hard	16
The work I do in class makes me think	16
My teachers let me know how I am doing in their classes	17
My school provides many ways to help me learn	17
I feel that I can go to an adult in my school when I need to talk	17
I like my school	18

Staff Views on School Climate

The staff members at this school have high expectations for all students	20
The climate at this school promotes student learning	20
A climate of order and discipline is maintained in the building	21
This school promotes understanding among students from a variety of backgrounds	21

Staff Issues

I enjoy my work	22
Staff development opportunities meet the needs of teachers at this school	22
Faculty is involved in collaborative planning and decision-making	23
Schools should teach the prevention of violence and substance abuse	23
I spend too much instructional time disciplining students	24
I have the opportunity to participate in the development of the school improvement plan	24
I have opportunities to share classroom ideas and strategies with our staff	25
Teachers use assessment and testing program results to identify ways to improve	25

LIST OF ATTACHMENTS

Attachment A: Parent, Student and Staff Survey Forms for 2002-03

Attachment B: Parent Survey Results Frequency Tables for 2002-03

Attachment C: Student Survey Results Frequency Tables for 2002-03

Attachment D: Staff Survey Results Frequency Tables for 2002-03

Attachment E: Parent Survey Return Rate for 2002-03

Attachment F: Student Survey Return Rate for 2002-03

SUMMARY

Evaluation and Research (E&R) staff have conducted spring surveys of Wake County Public School System (WCPSS) parents, students and staff on an annual basis since 2000. In April 2003, parent surveys were sent to 28% (29,101) of WCPSS membership with a return rate of 49% (14,176). Student surveys were provided to 29% of membership with a return rate of 80%. Survey forms were provided for all teachers, teacher assistants, and office/other staff, and 74% of the surveys were completed and returned.

Highlights of the results are as follows:

- Satisfaction of students, parents, and staff regarding school safety remained high in 2002-03. The highest ratings were at the elementary school level where 96% of 13,457 students, 98% of 8,482 parents, and 97% of 4,614 staff agreed or strongly agreed that their school was a safe place.
- 84% of parents gave their child's school an A or B; only 3% gave the school a grade of D or Fail. 61% of students gave their school an A or B. Elementary school students rated their schools higher than middle or high school students, with 87% selecting an A or B.
- A high percentage of parents and students continued to give good and excellent ratings to their school's teaching of all subject areas. Parent ratings ranged from 86% good or excellent for science to 90% for reading. Student ratings of good or excellent ranged from 80% for social studies to 86% in reading and math.
- Most staff respondents and nearly all parents agreed their school promotes understanding among students from a variety of backgrounds.
- 88% of parents overall rated their child's school good or excellent in its support of student achievement.
- 90% of students felt their school provided many ways to help them learn.
- Nearly all staff respondents agreed that high expectations are set for all students (92%), and that the climate at their school promoted student learning (93%).
- Nearly all staff respondents agreed or strongly agreed they enjoyed their work (97%).
- The percentage of staff agreeing that they spend too much instructional time disciplining students rose from 40.6% in 2001-02 to 46.1% in 2002-03.

The following pages provide a summary of some of the opinions expressed on the parent, student, and staff surveys conducted in the spring of 2003. Survey forms used and complete results are included at the end of this report as attachments.

DISTRIBUTION AND RETURN RATES

Evaluation and Research (E&R) staff have conducted spring surveys of Wake County Public School System (WCPSS) parents, students, and staff since the early 1990s. Surveys were generally conducted biannually until 2000 at which time the state mandated that schools survey parents, students and staff on an annual basis. Systemwide surveys of these three groups were subsequently conducted in the spring of 2001, 2002, and 2003.

Parent and student surveys provide information about perceptions of school safety, school climate, communication, quality of education (overall and by subject), and specific programs. Where applicable, parent results are compared to student and staff survey results in this report.

In the spring of 2003, parent surveys were distributed on a random sample basis to 33% of parents at the elementary and middle school levels, and an average of 18% of parents at the high school level. E&R distributed surveys to approximately 29,101 elementary, middle, and high school parents out of a district membership of 104,772. A total of 14,176 surveys were returned, resulting in a sample of approximately 14% of the membership for all levels, and a return rate of 49% of parents. As shown in the following table, return rates varied by school level.

Parents	Total Membership	Percent of Parent Membership Completing Surveys	Number of Surveys Sent to Parents	Number of Surveys Returned	Percent of Surveys Returned
Elementary	51,106	17%	16,138	8,482	53%
Middle	25,464	13%	7,496	3,337	45%
High	28,202	8%	5,467	2,357	43%
Totals	104,772	14%	29,101	14,176	49%

In an attempt to increase the number of responses, surveys were sent to approximately 28% of parents, compared to 19% from the previous year. However, overall return rate for 2002-03 was 49%, compared to 56% in 2001-02, and therefore only received a net gain of 4% of parent membership.

Elementary school survey return rates varied from 22% at Brentwood, and 30% at Creech Road and Fuller to 92% at Wakefield. Middle school return rates ranged from 22% at Zebulon and 23% at East Millbrook to 80% at Davis Drive and 77% at West Cary. High school participation rates ranged from 17% at Southeast Raleigh to 80% at Millbrook. Attachment E shows the parent return rates by school.

Also in the spring of 2003, student surveys were distributed (using a random sample of classrooms) to approximately 31% of students at the elementary and middle school levels, and an average of 18% of students at the high school level. E&R distributed survey forms to approximately 30,304 elementary, middle and high school students out of a membership of 104,772. A total of 24,203 surveys were returned, resulting in a return rate of approximately 80% for all levels. Returns represented approximately 23% of total school system membership.

Students	Total Membership	Percent of Student Membership completing Surveys	Number of Surveys Sent to Students	Number of Surveys Returned	Percent of Surveys Returned
Elementary	51,106	27%	16,042	13,667	85%
Middle	25,464	23%	7,531	5,846	78%
High	28,202	17%	6,731	4,690	70%
Totals	104,772	23%	30,304	24,203	80%

Elementary school student survey return rates varied from 59% at Poe to 100% at Yates Mill Pond. Two elementary schools failed to return student surveys. Middle school return rates ranged from 45% at East Wake to 94% at Wakefield and 93% at Fuquay-Varina and Martin. High school participation rates ranged from 24% at Wake Forest-Rolesville and 36% at Southeast Raleigh to 98% at Broughton. Attachment F shows the student survey return rates by school.

Concurrently with parent and student surveys, E&R distributed 10,939 staff survey forms for elementary, middle and high school teachers, special education teachers, teacher assistants, and “office/other” staff. “Office/other” did not include administrators, cafeteria workers, or custodial staff. 8,116 survey forms were returned, resulting in a return rate of approximately 74% for each of the levels. This is the same return rate obtained for the staff survey conducted in 2001-02.

When appropriate, findings summarized in this report compare 2003 results to prior years. Significant differences are noted when chi-square tests or tests of proportion showed differences at the .01 probability level.

Responses to survey questions are summarized by topic on the following pages.

SCHOOL SAFETY

Satisfaction of students, parents, and staff regarding school safety remained very high but was not as high as in 2001-02. The highest ratings were at the elementary school level where 96% of students, 98% of parents, and 97% of staff agreed or strongly agreed that their school was a safe place. Middle school students' ratings were the lowest with 82% in agreement that "This school is a safe place to learn."

Figure 1
Percent of Student, Parent, and Staff Responses Agreeing
With Statements About School Safety

	Student Respondents N = 23,945			Parent Respondents N = 14,176			Staff Respondents N = 8,066		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Disagree	3.67	18.24	15.35	1.75	7.86	7.55	2.86	10.08	5.92
Agree	96.33	81.74	84.65	98.24	92.15	92.45	97.14	89.92	94.07
# in Group	13457	5817	4671	8482	3337	2357	4614	1697	1755

Student item: This school is a safe place to learn.

Parent item: My child's school is a safe place to learn.

Staff item: This school is a safe place to work.

Parent Views On School Safety

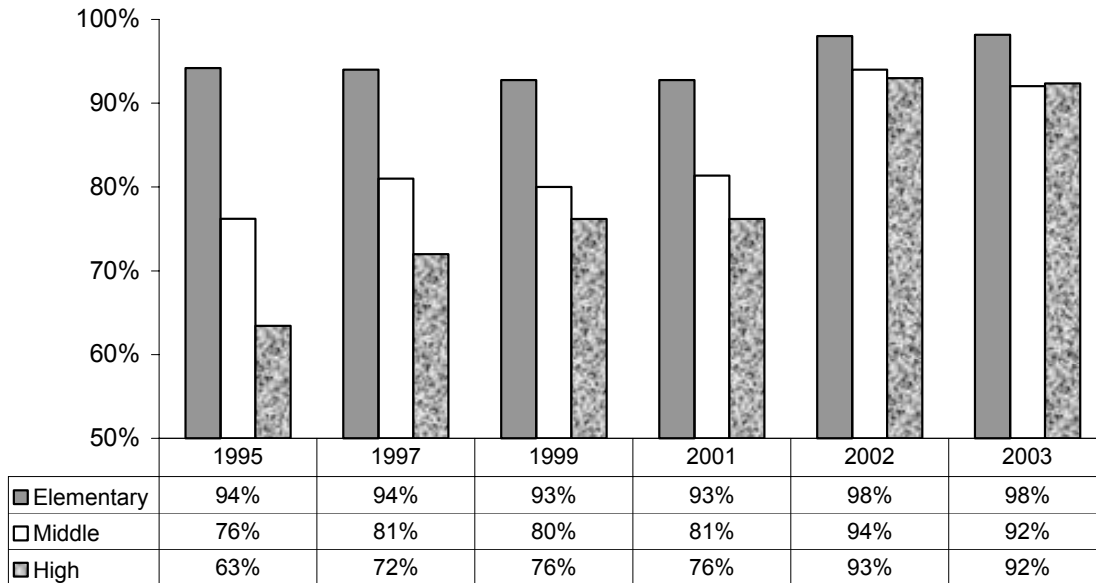
Figure 2 shows that nearly 96% of the parent respondents agreed or strongly agreed that their child's school was a safe place to learn. More elementary school respondents (98%) agreed or strongly agreed, but responses at other levels were also positive with 92% of middle and high school parents agreeing with the statement, although fewer parents strongly agreed in middle schools and high schools. The overall change from 96.58 in 2001-02 to 95.84 in 2002-03 was not statistically significant.

Figure 2
Percent of Parent Responses to:
My child's school is a safe place to learn

2002-03 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	DS/D	Uncertain	SA/A
Elementary	8482	0.28	1.47	41.20	57.04	1.75		98.24
Middle	3337	1.09	6.77	62.59	29.56	7.86		92.15
High	2357	1.24	6.31	69.08	23.37	7.55		92.45
Overall	14176	0.63	3.52	50.87	44.97	4.15		95.84
						3.42		96.58
						4.15		95.84

A comparison of parent attitudes towards school safety since 1995 shows little change from 2002 to 2003 but maintenance of high ratings compared to surveys conducted in the 1990s at the middle and high school levels.

Figure 3
Percent of Parent Survey Results Over Time Agreeing That:
My child’s school is a safe place to learn



Note: Prior to 2002, parents could mark “Unsure.” That response was removed from the 2002 and 2003 forms.

A new question was asked on the 2002-03 parent surveys in which parents rated their child’s school safety using excellent, good, fair, and poor. The percentage of good or excellent responses was slightly lower for this question than with the statement “My child’s school is a safe place to learn” (90% compared to 96%). Note that, as shown in Figure 4, Good was chosen much more frequently than Excellent at the middle and high school levels.

Figure 4
Percent of Parent Responses to:
Give your child’s school a rating on school safety

2002-03 Results	N	Poor	Fair	Good	Excellent
Elementary	8421	0.64	4.29	40.14	54.93
Middle	3304	2.85	13.32	55.12	28.72
High	2338	3.29	13.47	59.79	23.44
Overall	14063	1.60	7.94	46.93	43.54

Student Views On School Safety

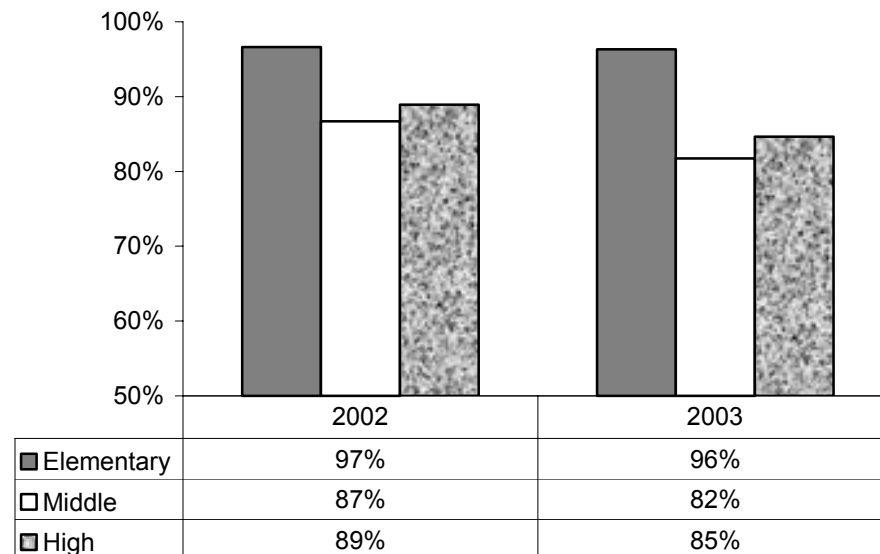
Students were also asked if their school was a safe place to learn. Figure 5 shows that 91% of overall respondents agreed or strongly agreed that their school was safe. There were more elementary school respondents that agreed or strongly agreed (96%) than any other level, with 82% of middle school and 85% of high school respondents indicating agreement.

Figure 5
Percent of Student Survey Responses to:
School is a safe place to learn

2002-03 Results	N	Disagree	Uncertain	Agree
Elementary	13457	3.65	na	96.35
Middle	5817	18.24	na	81.74
High	4671	15.35	na	84.65
Overall	23945	9.48	na	90.52
High Only 1996-97	16670	21.94	24.46	54.60
High Only 1998-99	19298	13.88	21.03	65.09
2000-02	12187	7.69	22.96	69.35
2001-02	16301	6.81	na	93.19
2002-03	23945	9.48	na	90.52

Student responses on school safety fell two percentage points in 2002-03 to 91%. As shown in Figure 6, middle school student agreement fell five points, high school fell four points, and elementary responses fell one point. The middle school and high school changes were statistically significant.

Figure 6
Percent of Student Survey Responses Over Time Agreeing That:
School is a safe place to learn



Staff Views On School Safety

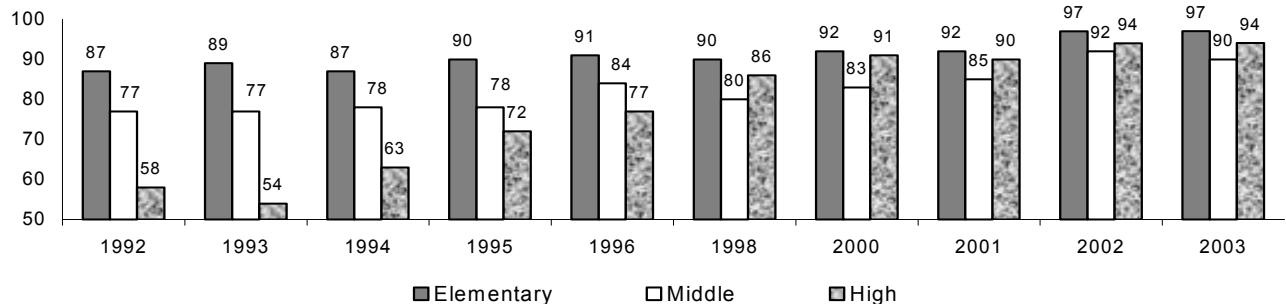
Figure 7 shows that 95% of the 8,066 staff respondents agreed or strongly agreed that their school was a safe place to work, the same percentage as last year. More elementary school respondents (97%) agreed or strongly agreed, but responses at other levels were also positive with 94% of high school and 90% of middle school staff in agreement.

Figure 7
Percent of Staff Survey Responses to:
School is a safe place to work

		Answer Options				Combined Options			
2002-03 Results	N	Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	4614	0.46	2.41	44.21	52.93	2.86		97.14	
Middle	1697	1.65	8.43	57.75	32.17	10.08		89.92	
High	1755	0.91	5.01	58.06	36.01	5.92		94.07	
Overall	8066	0.81	4.24	50.07	44.88	5.04		94.95	
						2000-01	3.22	6.80	89.98
						2001-02	4.53		95.47
						2002-03	5.04		95.49

Responses were similar to those of last year and remained higher than previous years at all school levels, as shown in Figure 8. The only change from 2002 was a slight, non-significant drop for middle school staff.

Figure 8
Comparison of Positive Responses Over Time Agreeing That:
School is a safe place to work



GRADING THE SCHOOL

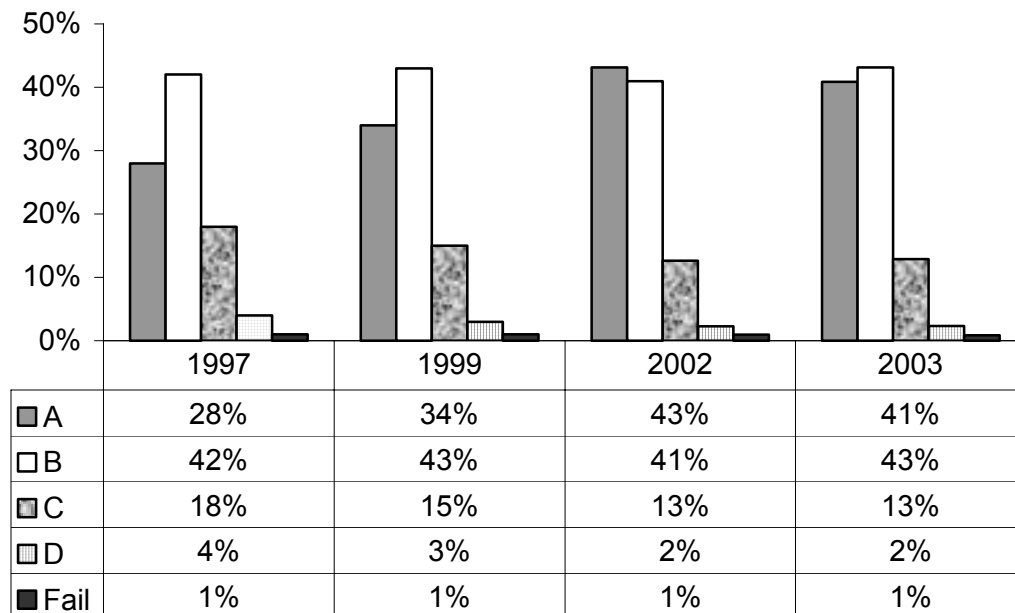
Parents graded their child's school on a scale of A, B, C, D, and Fail to denote the overall quality of that school. 84% of parents gave their child's school an A or B; only 3% gave the school a grade of D or Fail. Elementary schools received the highest grades with 89% of parent responses being an A or B.

Figure 9
Percent of Parent Responses to:
What grade would you give your child's school?

2002-03 Results	N	Answer Options				
		A	B	C	D	Fail
Elementary	8224	50.34	39.11	8.66	1.35	0.55
Middle	3279	28.79	48.46	18.08	3.72	0.95
High	2292	24.08	49.96	20.51	3.71	1.75
Overall	13795	40.85	43.14	12.87	2.31	0.84
1996-97		28.00	42.00	18.00	4.00	1.00
1998-99		34.00	43.00	15.00	3.00	1.00
2001-02		43.15	40.97	12.63	2.28	0.97
2002-03		40.85	43.14	12.87	2.31	0.84

Grades for 2002-03 were similar to those shown on the 2001-02 parent surveys, where 84% of parents gave their child's school an A or B; and only 3% gave the school a D or Fail. There was a slight, but statistically significant, overall drop in As, and a corresponding increase in Bs.

Figure 10
Comparison of Positive Responses Over Time to:
What grade would you give your child's school?



Students also graded their school on a scale of A, B, C, D, and Fail. Overall, 61% of student respondents gave their school an A or B, compared to 84% of parent respondents. Elementary school students rated their schools high (87% selecting A or B) while middle and high school students rated their schools lower (64% and 58% respectively). Less than 18% of middle and high school students awarded grades of A, while more than 50% of elementary students assigned an A.

A chi square test of statistical significance showed that in 2003, there were significant differences for the grades chosen by both middle school and high school students when responses were compared to 2002. Middle school students in 2003 gave proportionally more Bs and Cs and fewer As and Fs than in 2002. High school students gave proportionally more Bs and fewer Cs, Ds, and Fs than in 2002.

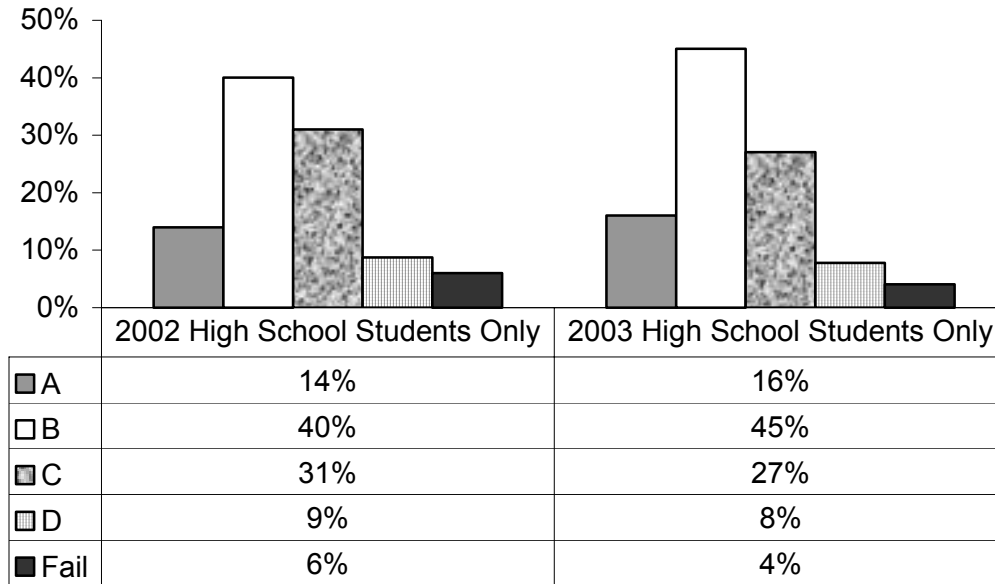
Figure 11
Percent of Student Responses to:
What grade would you give your school?

2002-03 Results	N	Answer Options				
		A	B	C	D	Fail
Elementary	13468	52.47	34.67	8.85	2.16	1.85
Middle	5770	17.80	46.12	24.75	7.28	4.06
High	4651	13.85	43.71	29.93	8.45	4.06
Overall	10421	16.04	45.04	27.06	7.80	4.06
2001-02*	6166	17.68	40.01	26.82	8.76	6.73
2002-03	10421	16.04	45.04	27.06	7.80	4.06

*Middle and high school students were surveyed.

All school levels were surveyed in 2002-03, while only middle and high school students were surveyed in 2001-02, and only high school students prior to 2002. Figure 12 compares high school student responses over time.

Figure 12
Percent of High School Student Responses to:
What grade would you give your school?



QUALITY OF EDUCATION

Parent responses remained high on the issue of a high quality educational program. 92% of all parents agreed or strongly agreed their child's school provided such a program compared to 93% in 2001-02.

Figure 13
Percent of Parent Responses to:
My child's school provides a high quality educational program

2002-03 Results	N	Answer Options				Combined Options			
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	8353	0.66	5.14	48.81	45.40	5.80		94.21	
Middle	3296	1.24	10.59	60.59	27.58	11.83		88.17	
High	2331	1.80	11.45	61.48	25.27	13.25		86.75	
Overall	13980	0.99	7.48	53.70	37.84	8.46		91.54	
						1998-99	6.06	11.89	82.00
						2000-01	5.93	10.22	83.85
						2001-02	7.25		92.76
						2002-03	8.46		91.54

Most students and parents continue to give good and excellent ratings for their school's teaching of all subject areas. Both students and parents gave higher ratings to school's teaching of reading, writing, math, social studies, and science than last year. However, all of the changes were small and most were not statistically significant. A four-year history of improvement, particularly in parent ratings, is shown in Figures 14 and 15.

Figure 14
Percent of Good or Excellent Responses by Subject Area Over Time
Parent Survey

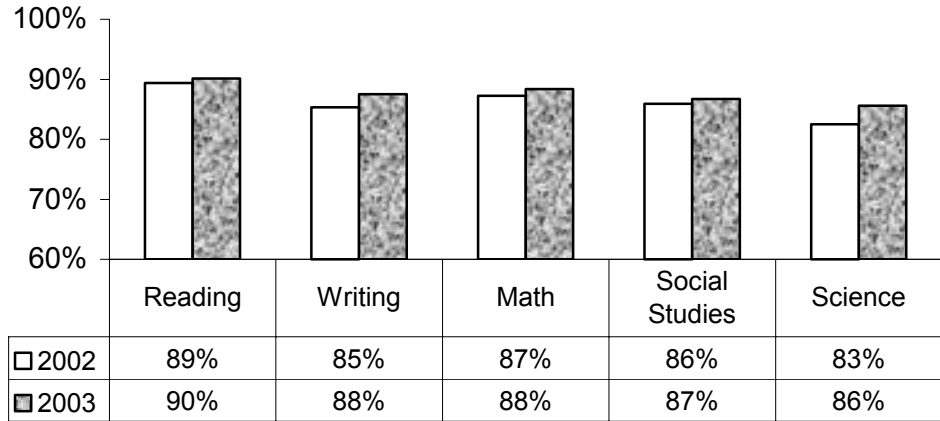
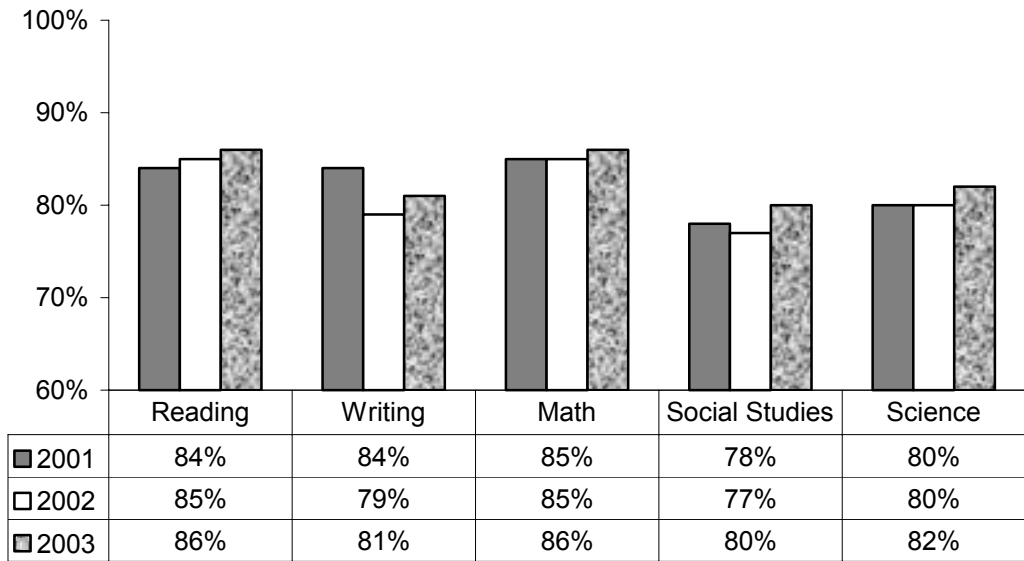


Figure 15
Percent of Good or Excellent Responses by Subject Area Over Time
Student Survey



SCHOOL CLIMATE

Parent Views On School Climate

Most parents agreed or strongly agreed that their child’s school promoted understanding among students from a variety of backgrounds. A majority of parents believed their child was given challenging work in all classes. Ratings of “encouraging parent involvement” and “providing information to parents” were somewhat lower than the other two items.

Approximately 91% of parent respondents agreed that their child’s school promotes understanding among students from various backgrounds, as shown in Figure 16. Elementary school parents were more positive (94%) than middle school (87%) and high school (82%). Positive responses showed a small, but statistically significant, drop from the 2001-02 parent survey.

Figure 16
Percent of Parent Responses to:
This school promotes understanding among students from a variety of backgrounds

2002-03 Results	N	Answer Options				Combined Options			
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	8043	0.94	4.84	53.89	40.33	5.78		94.22	
Middle	3073	2.12	11.26	65.83	20.79	13.38		86.62	
High	2172	2.95	14.50	65.65	16.90	17.45		82.55	
Overall	13288	1.54	7.90	58.57	31.98	9.45		90.55	
						2001-02	7.59		92.41
						2002-03	9.45		90.55

Figure 17 shows that 85% of 2002-03 parents felt their child was given challenging work in all classes. While the 2002-03 ratings are 8 points higher than in 1998-99, they are 2 points lower than 2001-02, another small, but statistically significant drop. As was the case in previous years, the level of agreement of elementary school parents (89%) was higher than for middle and high school parents (79%).

Figure 17
Percent of Parent Responses to:
My child is given challenging work in all classes

2002-03 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
Elementary	8268	1.03	10.40	52.21	36.36	11.43		88.57
Middle	3289	2.28	18.30	57.49	21.92	20.58		79.41
High	2323	2.24	19.20	58.20	20.36	21.44		78.56
Overall	13880	1.53	13.74	54.46	30.26	15.27		84.72
						2001-02		86.60
						2002-03		84.72

A new question on the 2002-03 Parent Survey asked parents to rate their child's school regarding its support of student achievement. Elementary school parents showed the most positive ratings with 92% giving good or excellent responses. Middle and high school results were lower at 83% and 80% respectively.

Figure 18
Percent of Parent Responses Rating their Child's School On
Support of Student Achievement

2002-03 Results	N	Poor	Fair	Good	Excellent
Elementary	8375	1.31	6.85	38.24	53.59
Middle	3298	2.85	13.86	49.70	33.60
High	2331	4.03	16.34	50.88	28.74
Overall	14004	2.13	10.08	43.04	44.75

Parents were also asked to rate their child's school in its encouragement of parent involvement. Overall, 83% of parents felt their child's school was good to excellent in encouraging parent involvement. Elementary school parents gave the highest ratings with 92% positive responses. This was significantly higher than 73% and 68% provided by middle and high school parents respectively.

Figure 19
Percent of Parent Responses Rating their Child's School On
Encouragement of Parent Involvement

2002-03 Results	N	Poor	Fair	Good	Excellent
Elementary	8406	1.45	7.03	33.25	58.27
Middle	3303	5.48	21.13	47.35	26.04
High	2333	6.73	25.50	47.02	20.75
Overall	14042	3.28	13.42	38.85	44.46

Parents rated their child's school in how well the school provided information to parents. Overall, 83% of parents felt their child's school was good to excellent in providing information.

Once again, elementary school parents gave the highest ratings with 90% positive responses. Middle and high school parent responses were significantly lower at 74% and 69% respectively.

Figure 20
Percent of Parent Responses Rating their Child’s School On
Providing Information to Parents

2002-03 Results	N	Poor	Fair	Good	Excellent
Elementary	8387	2.00	8.07	35.77	54.16
Middle	3306	6.47	19.78	45.13	28.61
High	2345	6.99	24.26	46.14	22.60
Overall	14038	3.89	13.53	39.71	42.87

Overall, 86% of parents agreed or strongly agreed that they can count on their school for support when they have concerns about their child. Elementary school parents were most positive with 91% in agreement, while satisfaction was lower at the middle school level (82%) and at the high school level (74%). In comparing results to those of 2001-02, agreement dropped slightly in 2002-03 at all three school levels by small, but statistically significant, amounts.

Figure 21
Percent of Parent Responses to:
When I have concerns about my child, I can count on the school for support

2002-03 Results	N	Answer Options				Combined Options		
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
Elementary	8148	1.91	6.65	48.99	42.44	8.56		91.43
Middle	3127	3.68	14.04	60.73	21.55	17.72		82.28
High	2228	4.71	20.78	59.25	15.26	25.49		74.51
Overall	13503	2.78	10.69	53.40	33.12	13.47		86.52
						2001-02		88.89
						2002-03		86.52

Student Views On School Climate

Middle and high school students were asked how often their school sets high standards. Students were fairly evenly split about whether their school set high standards “often” or “sometimes.” Very few students said “never.” Elementary school students were not asked this question.

Figure 22
Percent of Student Responses to:
My school sets high standards

2002-03 Results	N	Often	Sometimes	Never
Elementary	na	na	na	na
Middle	5816	50.98	46.06	2.96
High	4680	47.80	47.61	4.59
Overall	10496	49.56	46.75	3.69

Students at all school levels were asked how often their schoolwork was not too easy and not too hard. The majority of the responses showed that “sometimes” their work was on target: not too easy and not too hard. Overall, 30% felt that “often” their work was on target, and 6% felt that their work was “never” on target.

Figure 23
Percent of Student Responses to:
The work I am given is not too easy and not too hard

2002-03 Results	N	Often	Sometimes	Never
Elementary	13480	29.85	64.87	5.27
Middle	5824	32.93	60.39	6.68
High	4678	27.19	64.64	8.17
Overall	23982	30.08	63.74	6.18

Middle and high school students were asked how often the work they do in class makes them think. Overall there was an even split between “often” and “sometimes,” and only 5% said the work they did in class “never” made them think.

Figure 24
Percent of Student Responses to:
The work I do in class makes me think

2002-03 Results	N	Often	Sometimes	Never
Elementary	na	na	na	na
Middle	5816	51.75	44.34	3.90
High	4680	42.76	51.58	5.66
Overall	10496	47.74	47.57	4.68

Student responses varied when asked how often teachers let them know how they were doing in class. 57% of high school and 52% of middle school students said that “sometimes” teachers let them know how they are doing in class, whereas 51% of elementary school students said that “often” teachers let them know.

Figure 25
Percent of Student Responses to:
My teachers let me know how I am doing in their classes

2002-03 Results	N	Often	Sometimes	Never
Elementary	13442	50.93	43.91	5.16
Middle	5818	40.79	51.62	7.60
High	4676	36.01	57.16	6.82
Overall	23936	45.55	48.37	6.08

Overall, 90% of students agreed that their school provided many ways to help them learn. Elementary school students showed the highest agreement at 96%, with middle school students at 84%, and high school students at 81% agreement

Figure 26
Percent of Student Responses to:
My school provides many ways to help me learn

2002-03 Results	N	Disagree	Uncertain	Agree
Elementary	13486	4.33	na	95.67
Middle	5811	15.56	na	84.44
High	4660	19.01	na	80.99
Overall	23957	9.91	na	90.09

Middle and high school students were asked if they felt they could go to an adult at school when they needed to talk. About two thirds of the students agreed they could go to an adult; but 34% of middle and 38% of high school students did not feel they could go to an adult at school when they needed to talk. Elementary school students were not asked this question.

Figure 27
Percent of Student Responses to:
I feel that I can go to an adult in my school when I need to talk

2002-03 Results	N	Disagree	Agree
Middle	5816	34.39	65.61
High	4655	38.39	61.61
Overall	10471	36.17	63.83

Figure 28 shows that 77% of student respondents liked their school. Elementary school students gave the highest rating, with 87% of students saying they liked their school. Middle and high school students were less favorable, with just 63% and 64% respectively. Middle and high school responses were slightly less positive than in 2001-02, showing small but statistically significant drops.

Figure 28
Percent of Student Responses to:
I like my school

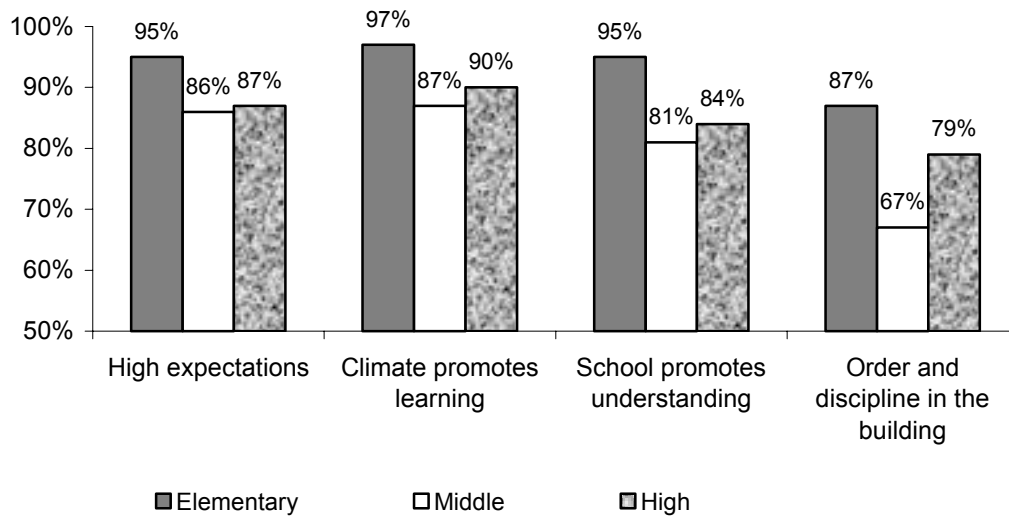
2002-03 Results	N	Disagree	Agree
Elementary	13431	13.38	86.62
Middle	5778	36.52	63.48
High	4649	35.94	64.06
Overall	23858	23.38	76.62
2001-02	16209	20.87	79.13
2002-03	23858	23.38	76.62

Staff Views On School Climate

As in past years, staff at all levels (elementary, middle and high school) were generally pleased with their school climate, the high expectations set for all students, and the school's promotion of understanding among students from a variety of backgrounds. Staff showed significantly less agreement with the statement "A climate of order and discipline is maintained in the building" particularly at the middle school level.

As in previous years, elementary staff were somewhat more satisfied than middle and high school staff, with middle school staff being the least satisfied.

Figure 29
Percent of Positive Responses to Statements
Related to School Climate Issues by School Level



Figures 30 through 33 show the specific responses to each of the statements related to school climate.

Figure 30 shows that 92% of overall staff respondents agreed or strongly agreed that high expectations were set for all students. These percentages are slightly higher than those of 2001-02. The responses diverge the most between elementary school staff (95%), middle school (86%) and high school staff (87%). Middle and high school staff responses showed no significant change from 2002. Elementary staff showed a small, statistically significant gain from 93.4 to 95.5% agreement.

Figure 30
Percent of Staff Responses to:
The staff members at this school have high expectations for all students

		Answer Options				Combined Options			
2002-03 Results	N	Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	4610	0.41	4.10	45.27	50.22	4.51		95.49	
Middle	1691	1.42	12.12	58.43	28.03	13.54		86.46	
High	1751	0.80	11.94	60.77	26.50	12.74		87.27	
Overall	8052	0.71	7.49	51.40	40.40	8.20		91.81	
						1997-98	8.60	9.20	82.20
						1999-00	7.50	8.90	83.60
						2000-01	4.56	8.77	86.67
						2001-02	9.72		90.28
						2002-03	8.20		91.81

Staff continued to feel that the climate at their school promotes student learning with nearly 97% of elementary and 90% of high school staff in agreement, and 93% overall.

Figure 31
Percent of Staff Responses to:
The climate at this school promotes student learning

		Answer Options				Combined Options			
2002-03 Results	N	Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	4590	0.57	2.83	46.54	50.07	3.40		96.61	
Middle	1680	2.08	11.37	59.17	27.38	13.45		86.55	
High	1754	1.14	8.55	61.74	28.56	9.69		90.30	
Overall	8024	1.01	5.87	52.51	40.62	6.88		93.12	
						1997-98	6.50	8.60	85.00
						1999-00	5.50	8.40	86.20
						2000-01	4.47	7.60	87.93
						2001-02	7.18		92.81
						2002-03	6.88		93.12

Figure 32 shows that 81% of staff agreed or strongly agreed that a climate of order and discipline was maintained in the building. This percentage is slightly lower than 2001-02 when 83% were

in agreement. The downward change was statistically significant only at the middle school level, where agreement dropped from 74.3% in 2001-02 to 67.2% in 2002-03. There were nearly 20 percentage points between elementary school agreement (87%) and middle school (67%) agreement.

Figure 32
Percent of Staff Responses to:
A climate of order and discipline is maintained in the building

		Answer Options				Combined Options		
2002-03 Results	N	Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
Elementary	4599	2.87	9.94	53.12	34.07	12.81		87.19
Middle	1689	11.07	21.73	50.86	16.34	32.80		67.20
High	1756	4.67	15.89	59.45	19.99	20.56		79.44
Overall	8044	4.98	13.71	54.03	27.27	18.70		81.30
						2001-02	16.61	83.39

Overall, approximately 89% of staff agreed that their school promotes understanding among students from various backgrounds, as shown in Figure 33, with no change from prior years.

Figure 33
Percent of Staff Responses to:
This school promotes understanding among students from a variety of backgrounds

		Answer Options				Combined Options		
2002-03 Results	N	Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A
Elementary	4572	0.70	4.44	56.17	38.69	5.14		94.86
Middle	1670	3.53	15.51	61.14	19.82	19.04		80.96
High	1739	1.90	14.55	62.68	20.87	16.45		83.55
Overall	7981	1.55	8.96	58.63	30.86	10.51		89.49
						1997-98	10.00	76.50
						1999-00	9.80	77.00
						2000-01	6.18	81.90
						2001-02	10.91	89.09
						2002-03	10.51	89.49

STAFF ISSUES

Figure 34 shows that a very high percentage of staff respondents agreed or strongly agreed that they enjoyed their work. There was little variability among school levels, and a very small non-significant change overall from the previous year.

Figure 34
Percent of Staff Responses to:
I enjoy my work

2002-03 Results	N	Answer Options				Combined Options			
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	4609	0.65	1.82	43.68	53.85	2.47		97.53	
Middle	1696	0.65	3.89	46.70	48.76	4.54		95.46	
High	1765	0.91	2.72	49.69	46.69	3.63		96.38	
Overall	8070	0.71	2.45	45.63	51.21	3.16		96.84	
						1997-98	5.70	9.20	85.00
						1999-00	5.40	9.40	85.20
						2000-01	3.24	5.77	90.98
						2001-02	4.09		95.91
						2002-03	3.16		96.84

While most staff enjoyed their work, responses were less positive about staff development opportunities. Nearly one quarter of the middle school respondents disagreed with the statement that staff development met their needs. However, middle school responses showed no significant change from 2001-02. At the elementary and high school levels, responses were slightly more favorable this year compared to 2001-02.

Figure 35
Percent of Staff Responses to:
Staff development opportunities meet the needs of teachers at this school

2002-03 Results	N	Answer Options				Combined Options			
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	4370	2.31	10.76	58.51	28.42	13.07		86.93	
Middle	1606	4.67	18.74	55.98	20.61	23.41		76.59	
High	1692	2.66	15.43	61.23	20.69	18.09		81.92	
Overall	7668	2.88	13.46	58.58	25.08	16.34		83.66	
						2000-01	11.47	17.40	71.13
						2001-02	18.40		81.60
						2002-03	16.34		83.66

Staff agreement regarding their involvement in collaborative planning and decision-making was slightly higher than in 2001-02, but the difference was not statistically significant. Elementary school staff had a higher percentage of agreement (86%) than middle and high school staff (74% and 80% respectively).

Figure 36
Percent of Staff Responses to:
Faculty is involved in collaborative planning and decision-making

		Answer Options				Combined Options			
2002-03 Results	N	Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	4490	3.16	11.20	54.10	31.54	14.36		85.64	
Middle	1640	8.11	18.17	54.27	19.45	26.28		73.72	
High	1711	3.21	17.12	57.10	22.56	20.33		79.66	
Overall	7841	4.21	13.95	54.79	27.05	18.16		81.84	
						1997-98	13.60	12.20	74.10
						1999-00	14.90	11.90	73.20
						2000-01	14.41	14.38	71.21
						2001-02	19.24		80.75
						2002-03	18.16		81.84

Figure 37 shows that about 94% of all school staff respondents agreed or strongly agreed that schools should teach the prevention of violence and substance abuse. The high percentage of agreement occurred across all school levels, and showed little change from 2001-02.

Figure 37
Percent of Staff Responses to:
Schools should teach the prevention of violence and substance abuse

		Answer Options				Combined Options			
2002-03 Results	N	Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	4558	0.59	4.26	49.39	45.77	4.85		95.16	
Middle	1682	0.65	3.69	47.50	48.16			95.66	
High	1742	0.75	7.81	51.21	40.24	8.56		91.45	
Overall	7982	0.64	4.91	49.39	45.07	4.64		94.46	
						2000-01	2.35	6.07	91.58
						2001-02	4.78		95.22
						2002-03	4.64		94.46

Figure 38 shows that a majority of middle school staff respondents agreed or strongly agreed they spent too much instructional time disciplining students. 43% of elementary and 44% of high school staff also agreed that too much time was spent disciplining students. This percentage is higher than ever before across all school levels. Significant increases in agreement with this statement led the elementary percentage to rise from 38.9% to 43.4%, the middle school to rise from 47.8% to 56.2%, and the high school percentage to rise from 37.9% to 43.8%.

Figure 38
Percent of Staff Responses to:
I spend too much instructional time disciplining students

2002-03 Results	N	Answer Options				Combined Options			
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	4088	13.45	43.15	28.84	14.55	56.60		43.39	
Middle	1471	9.99	33.79	33.85	22.37	43.78		56.22	
High	1564	13.55	42.65	29.73	14.07	56.20		43.80	
Overall	7123	12.76	41.11	30.07	16.06	53.86		46.13	
						1999-00	45.70	11.30	43.00
						2000-01	50.90	9.37	39.73
						2001-02	59.38		40.62
						2002-03	53.86		46.13

A new question on the 2002-03 Staff Survey regarded staff opportunities to participate in the development of the school improvement plan. Overall, 92% of staff respondents agreed or strongly agreed that they have this opportunity. High school staff responded with the highest level of agreement (94%), elementary school at 92% and middle school at 89%.

Figure 39
Percent of Staff Responses to:
I have the opportunity to participate in the development of the school improvement plan

2002-03 Results	N	Answer Options				Combined Options			
		Strongly Disagree	Disagree	Agree	Strongly Agree	SD/D	Uncertain	SA/A	
Elementary	4204	1.76	5.97	56.26	36.01	7.73		92.27	
Middle	1570	3.50	7.96	60.13	28.41	11.46		88.54	
High	1679	1.01	5.00	61.58	32.40	6.01		93.98	
Overall	7453	1.96	6.17	58.27	33.60	8.13		91.87	
						2000-01	50.90	9.37	39.73
						2001-02	59.38		40.62
						2002-03	8.13		91.87

Another new question regarded staff opportunities to share classroom ideas and strategies with other staff. The majority of all staff said they “sometimes” had such opportunities, while 43% said they “often” had such opportunities. Only 4% said they never had those opportunities.

Figure 40
Percent of Staff Responses to:
I have opportunities to share classroom ideas and strategies with our staff

2002-03 Results	N	Answer Options		
		Never	Sometimes	Often
Elementary	4139	3.38	50.28	46.34
Middle	1526	5.11	61.34	33.55
High	1613	2.73	54.43	42.84
Overall	7278	3.60	53.52	42.88

Figure 41 shows that 60% of staff believe that teachers “often” use assessment and testing program results to identify ways to improve. There is a wide disparity between elementary school staff and middle/high school staff. 72% of elementary school staff said they “often” use assessment and testing program results to identify ways to improve, while only about 43% of middle and high school staff use those results “often.” About 54% of middle and high school staff said they “sometimes” use assessment and testing program results to identify ways to improve.

Figure 41
Percent of Staff Responses to:
Teachers use assessment and testing program results to identify ways to improve

2002-03 Results	N	Answer Options		
		Never	Sometimes	Often
Elementary	4018	0.75	27.03	72.22
Middle	1490	3.15	53.49	43.36
High	1576	2.98	54.57	42.45
Overall	7084	1.75	38.72	59.53

**CONTACT THE EVALUATION AND RESEARCH
DEPARTMENT**

WAKE COUNTY PUBLIC SCHOOLS

(919) 850-1903

FOR ATTACHMENT A-F